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ABSTRACT

A proposal is made to meet the requirements of a section of the Master of Science in Education degree plan with a special emphasis on alternative education. The requirements of the section of the degree plan can be met with recommended courses from the catalog of Western Oregon University. The proposed alternative education emphasis focuses on alternative education for secondary students at risk of dropping out or not completing school. A review of the literature explores the purpose and history of alternative education, adolescent development, and at-risk students. Teachers at alternative schools in the Salem (Oregon) area completed questionnaires, and their responses were used in selecting the recommended courses. Descriptions of alternative education programs at a number of Oregon schools provide additional information used for making course recommendations. The five recommended courses focus on juvenile issues, curriculum planning, teaching methods, and encouraging discouraged students. A practicum is included in the plan. Eight appendixes contain supplemental information related to teacher education and the teacher survey. (Contains 41 references.) (SLD)

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ED 431 832

Focused Training for Teachers of At-Risk Students in Alternative Education

by
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A Professional Project Submitted
In Partial Fulfillment of the Requirements
for the Degree of Master of Education

Dr. George Cabrera, Committee Chairperson

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Western Oregon University

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Table of Contents

Introduction	1
A General History of Alternative Education in America	3
A General History of Alternative Education in Oregon	9
At-Risk Students in Alternative Education	12
Alternative Programs and Teachers in the Salem Area	17
Recommended Courses and Rationale for Focused Training for Teachers of Alternative Education	25
Summary	31
References	34
Appendices	

Introduction

The dramatic increase of at-risk students in schools today has prompted the creation and implementation of various alternative programs. These programs come in many forms such as working curriculum packets as opposed to attending classes, and teen-parent programs with on-site daycare. Some of these programs are effective in helping students meet their potential, many are abject failures in regard to students earning a diploma. Admittedly, the solution is as complex as the problem.

In the January 18, 1997 edition of *The Oregonian*, Steven Carter quoted Oregon State School Superintendent Norma Paulus as saying that Oregon's high school dropout rate remains at a "totally unacceptable level" with many students not completing the process. According to this report, the highest dropout rate occurred among alternative schools. In an effort to understand the intricacies of the last safety net afforded at-risk students by the state of Oregon, the question of methodology and teacher training naturally arises.

In general, alternative methods attempt to address the needs of any student who is not meeting the requirements and/or standards of a school as well as for those who are exceeding those standards. In Oregon, there are alternative methods and practices in place for gifted and talented students, bilingual students, handicapped and/or learning disabled students (Alternatives, 1998).

While alternatives are needed for those students who are slow in meeting standards as well as for those who exceed standards, this proposal will be limited to the history and strategies of meeting the varied educational needs of those students who are at-risk of not completing their education by dropping out of school altogether.

John Lenssen of the Oregon Department of Education, in a 1998 handout to Western Oregon University School of Education students, lists the characteristics of at-risk students as having a history of one or more of the following: low self-esteem,

academic failure, isolation, lack of trust in others, easily swayed by peer pressure, new and/or not connected in school, alcohol and drug abuse, lack of family support, not strongly motivated by delayed gratification. While scientifically pinpointing at-risk students is a difficult task at best, students exhibiting one or more of these characteristics during the fifth stage of Erikson's life cycle (1950), the adolescent period, are characteristic of potential dropouts.

This study will propose to fill the nine quarter hour requirement of the Specialty Core, Section IV of the Master of Science in Education degree plan for Secondary Education (Appendix A), with special emphasis on Alternative Education. The requirements of Section IV will be met with pertinent courses from the 1998-1999 Western Oregon University Catalog. For purposes of this study, the proposed Alternative Education emphasis will be limited to the specific population of secondary students (grades 7-12) who are at-risk of dropping out and/or not completing their education.

This proposal is based on several facets of research. There is an extensive review of the literature in regard to the purpose and history of alternative education, adolescent development, and at-risk students. The results of a questionnaire which was distributed throughout the alternative schools in the Salem area in hopes of getting a general impression of teachers, and to flesh out areas of further study,is provided in the summary. Much attention is given to legislative action regarding alternative options, and personal interviews provided a wealth of pertinent information.

A General History of Alternative Education in America

In the early 1980s, a federal report, *A Nation At Risk*, was published which warned that the failures of the nation's schools were about to undermine America's ability to compete economically. In 1989, President Bush and the nation's governors initiated what came to be called Goals 2000. In 1993, President Clinton and a Democratic Congress followed with legislation to develop voluntary national standards in English, science, history, and other fields (The National Dropout Prevention Center, 1998). These efforts, in an attempt to raise the standard of education in America, stem from a long history of social and education reform.

Dr. Jim Wallace, Professor of Education at Lewis & Clark College, stated in a recent interview that "alternative Education has been the consistent, left wing of education." With roots in John Dewey and the Progressive movement, the most recent national resurgence of innovative education was in the counterculture movement of the 1960's and that same wave continues into the present.

In his tract, *The School and Society* (as cited in Cremin, 1961), John Dewey maintained that social life had undergone a change because of the industrialization of America. "If our education is to have any meaning for life, it must pass through an equally complete transformation." Dewey felt that education should not isolate students from reality as did traditional methods, a view that linked him with the Progressive movement (Cremin). His belief that learning must take place as interrelated parts of experience, reflected an understated radicalism which sought novelty, variation and creativity in dealing with the problems of nature and social relationships. Schools should support the interplay of individuality and sociality (Ozmon & Craver, 1992).

Dewey's philosophy, at times skewed and misinterpreted, became the basis for progressive schools of the 1920s. These schools tended to involve the student in

operation of the schools and to organize subject matter according to the interests of the student and the life of the surrounding community. This movement reached its peak during the years immediately preceding World War II as "postwar America was a very different nation from the one that had given birth to progressive education"(Cremin, 1961).

Progressivism as a movement was seriously thwarted by the era of McCarthyism and the wound that the Soviet space program gave to our national pride. Many felt that we held a second-place position in the world of science and technology because American schools were not teaching enough science and math (Ozmon & Craver, 1992). This school of thought resulted in a movement which culminated in a back to basics approach to education.

However, Dewey's idea that people should be educated socially because humans are social beings who must learn to participate in and direct their own affairs, continued to have an effect on several schools, most in inner cities. Using this idea as a basis, practices began to change and schools began to spring up in the fecund human rights movement of the 1960s, when the nation acknowledged its obligation to educate all students because our nation's health depended on it (Meier, 1995). The function of education became a means to direct, control, and guide personal and social experience. The impetus for such change was derived from classrooms filled with the most affluent generation in American history who wanted no part of the American dream, and no part of a system of customary roles supported by customary values (Friedman, 1973). Teachers began to use the classroom setting as a means to teach the right mental attitudes to use in attacking contemporary problems.

Like Special Education and English for Speakers of Other Languages (ESOL), the move toward more educational options which became known as Alternative Education, arose from actual needs within the student population, according to Dr.

Wallace. John Dewey's message of relevant teaching methods and experience-rich content became more than a theory, it became a necessity, some may even say it became the instrument for the survival of modern education.

From the 1960s to the present, the issue of education reform has produced such contemporary topics as longer school days, site-based management, achievement tests, and better assessment practices. All of these have helped the student population to some degree in those schools where they have been implemented. However, for all of the intended good of these devices, none have been successful in aiding those students who have not and do not remain in school.

The national dilemma of high school dropouts is a complex problem at its most basic level. The complexities begin with the very definition of the term "dropout." In fact, dropout may be at the top of the list of elusive educational terms which are randomly thrown about in society but rarely meted out semantically. It can mean anyone who leaves high school without a diploma, (Sebald, 1992), or it may be understood to mean someone who is found not to have finished high school (Insight, 1995). These definitions are worded much the same but imply very different inferences, a confusion resulting from a montage of extenuating circumstances.

Traditionally, statistics determining who is and who is not in school are gathered by the U.S. Department of Education and measure the "on time high school graduation rate" (Finn, 1987). On the local level, however, youth who transfer to another school, join the military, and/or take a leave of absence to work or have a baby, may be counted as a dropout resulting in faulty statistics.

New York University's Floyd Hammack concluded after a study of the dropout tabulations of six major cities, that "there is no single or standard definition utilized by the school systems contacted. Moreover, rates are calculated differently and included different data" (Finn, 1987, p.7). The word has multiple meanings and thereby eludes a

consummate definition.

In an effort to pinpoint this problem, terms such as "pushout" and "pullout" have been created. A pushout, as described by Sebald (1992), is a dropout categorized by depressed socioeconomic conditions. It better and more specifically describes the process whereby a child quits school because of poverty and/or other family circumstances as opposed to reasons of disinterest or low intelligence. The harsh reality of life pushes the child out of school. A pullout, on the other hand, is used to describe the removal of a child from school settings by parents when a discrepancy in expectations and/or values is perceived. The reasons for this run the gamut from attitude to religious and political. According to one New York University study, 11% of the children registered in New York in 1995 were pulled from schools by their parents who claimed poor education and teaching methods and lack of teacher/student learning skills (Leaf, 1996).

The problem of definition becomes more complex when trying to determine if and when a student who dropped out is no longer a dropout. For example, the General Education Diploma (GED) can be attained by meeting the requirements set by each individual state. Two out of every five people who leave school, come back to complete their GED at some point in life. Teacher Judy O'Connell of St. Louis, Missouri, holds a class of "returning students" once a week. The range of age in her class is from 15 to 65 years of age and the variety changes each week (Cannon, 1994).

Concerns over high school dropouts stem from an increased understanding of the importance of having an educated workforce. Technological advances in the workplace have increased the emphasis on the completion of a high school program. *The National Dropout Prevention Center* was established in 1986 at Clemson University to serve as an information clearing house on issues related to school reform

and dropout prevention. It has become a nationally recognized research center where statistics from the U.S. Department of Commerce, Bureau of the Census, and the Current Population Survey are compiled, studied and published. From these numbers, a picture of the national dropout dilemma clearly emerges.

The strongest indicator related to the dropout rate is that of socioeconomic status (Cairns, Cairns, & Neckerman, 1989; Ekstrom, Goertz, Pollack, & Rock, 1986; Finn, 1987; Wehlage & Rutter, 1987). The Educational Testing Service reported that there were more dropouts represented in the lower socioeconomic bracket than those represented in the upper (as cited in Finn, 1987). Low wage families do not have the proper nutritional or educational support to allow a child to thrive in school early on (Eitzen & Zinn, 1997).

As students progress through school, they are constantly subjected to criteria designed by the middle to upper class sector of society (Eitzen & Zinn, 1997), creating an obvious disadvantage to those who are not a part of this sector. As the school system's standards are raised in hopes of making students work harder or learn more, some children are inadvertently pushed toward failure. According to a Johns Hopkins study, if the standards are raised in a school, and the increase in the amount of remedial or tutored teaching is not provided, then it would be more likely that those students who do not get the help that they need will drop out (as cited in Finn, 1987). Cairns et al (1989) conducted a study to examine the behavioral, socioeconomic,and academic factors that influence dropouts. Their findings support the idea that those students from poor families drop out significantly more than those students who are from upper income families.

The context of the school environment will also affect the decision to drop out of school early. If the school is viewed as a dangerous place to attend and students feel as though it is a violent place to be, they will be further influenced to drop out. Students

associated with this type of school environment will be likely to learn that skipping school or eventually dropping out is an acceptable alternative to attending (McNeal, 1997).

In 1950, only about one-half of the population ages 25-29 had a high school diploma. during the 1970's 83-84% of the population ages 18-24 had a high school education. Yet, in 1995, the high school completion rate of 18-24 year-olds was only 85.3%. If the population is considered as a whole, the net increase in high school completion over the last 20 years is less than 2 percent (The National Dropout Prevention Center, 1998).

In an effort to update the fight against dropout increase, *The Dropout Prevention In The Higher Education Act of 1965* was amended to become *The National Dropout Prevention Act of 1997.* This act established a coordinated national strategy, a national dropout prevention initiative, dropout prevention in the vocational education act, and established key requirements for states (The National Dropout Prevention Center, 1998). Yet, most states do not have comprehensive policies on at-risk students. However, most state legislated programs which surfaced during the years 1984-89, have been updated to include emphasis on alternative programs, teenage parent programs, substance abuse programs, and disciplinary programs (Varner, 1997, as cited by The Dropout Prevention Center).

A General History of Alternative Education in Oregon

In Oregon, as with the rest of the nation, the actual numbers of those students not finishing their education eludes validation through lack of definition. According to a January 20, 1997, *Oregonian* article by Alicia deRado, "dropout rates are the hardest things to compare across the years because the way they are kept has changed." State leaders define dropouts as enrolled students who quit or didn't show up the next year and did not request a transfer. In 1997, writes deRado, the Oregon Department of Education compiled figures that showed that 9.8% of students left school the year prior. According to the National Dropout Prevention Center, Oregon's high school completion rate dropped from 89.6% in 1990-92, to 82.7% in 1993-95. This was the time when the *Oregon Educational Act for the 21st Century* went into effect, introducing benchmarks into the Oregon school system at grades 3, 5, 8, and 10. The marked decrease in high school completion may lend credence to the afore mentioned Johns Hopkins study regarding the detriment of raising standards without increasing tutorial opportunities (as cited in Finn, 1987). At the regional level, dropout rates are highest in the Southern and Western regions of the country (The National Dropout Prevention Center, 1998).

In 1979, the Oregon Legislative Assembly mandated alternative education programs for students who were not succeeding because of erratic attendance or behavior problems. In 1984, the Oregon Department of Education collaborated with the Oregon Association for Alternatives in Education to support legislation that meets the needs of all students, not just those considered at-risk. Therefore, what began in 1979 as alternative education for at-risk youth has actually evolved into educational options for all students.

Oregon teachers, schools and districts around the state are exploring a broad range of alternative tools and approaches in an effort to comply with the high

standards of the current Benchmark system which were initiated by House Bill 3565 in 1991 (Alternatives, 1998). The chosen alternative learning options of any district should ensure that every young person finds a path to educational success, provide choices to increase motivation and relevance for students, recognize the strengths of each individual, and provide evidence that Oregon is committed as a state to all students meeting high standards (Alternatives).

As a result, legislation clearly provides access to educational options for all students, but leaves the designations of those options to the local school districts:

> *ORS 329.485 (4) If a student has not met or has exceeded all of the standards at grades 3, 5, 8, and 10, the school district shall make additional services or alternative educational or public school options available to the student.*

Further:

> *ORS 329.495(5) If the students to whom additional services or alternative educational options have been made available does not meet or exceeds the standards within one year, the school district, with the consent of the parents, shall make an appropriate placement, which may include an alternative education program or the transfer of the student to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. The payment shall consist of: (a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and (b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 339.133 (2).*

In addition, districts have the responsibility to provide alternative options to students who are expelled, have recurring disciplinary incidents, attend school

erratically, or request to be exempted from compulsory school attendance laws.

At-Risk Students in Alternative Education

Adolescents are very complex and extremely social beings. On the whole, there are many factors affecting the life of an adolescent (as defined by Erikson) student in a secondary school. For the most part, they assign greater value and importance to their social commitments than to their academic commitments (Byrne & Gavin, 1996). Many at-risk students view school as relatively and increasingly unimportant, a low spot on the totem pole. Their self-concept is crucial to their success. They need help in figuring out who they are and what direction their lives will take. Students should be involved in an educational process that is greatly influenced by their aptitudes and interests.

Eric Erikson's Psychosocial Theory is based on the sexual drive system detailed by Sigmund Freud but focused most sharply on the psychosocial system and its interconnections with individual development (Adams & Marshall, 1996). Erikson has made the most substantial advances in the psychoanalytic theory of development by giving us an enlarged picture of Freud's stages as well as adding new stages to the adult years, thereby encompassing the entire life span (Crain, 1992).

Erikson discussed critical interactions between the developing individual and significant others. The basic underlying assumption is that each stage in development represents a crisis between inner and societal demands and must be successfully completed in order to move healthily into the succeeding stage of development (Crain, 1992). The eight stages of Crises are:

1. Infancy (0-2): Trust vs. Mistrust
2. Toddler (2-4): Autonomy vs. Shame and Doubt
3. Early School (4-7): Initiative vs. Guilt
4. Later Childhood (6-12): Industry vs. Inferiority
5. Adolescence (Puberty): Identity vs. Identity Confusion
6. Young Adulthood (20-40): Intimacy vs. Isolation
7. Middle Adulthood (40-60): Generativity vs. Stagnation
8. Late Adulthood (60+): Integrity vs. Despair

This study will focus on Erikson's fifth stage of identity formation in the

adolescent period. Adolescence is one of the most crucial times of life as patterns for interactions are set chiefly based upon self-concept. Bee (1997) states that "in general it is primarily the inability to settle on an occupational identity which disturbs young people." To keep themselves together they temporarily over identify to the point of apparent complete loss of identity and become remarkably clannish, intolerant, and cruel in their exclusion of others who are "different." They base signs of an in-grouper or out-grouper on petty and arbitrary signs of dress and gesture. Intolerance against anything or anyone not like themselves is the necessary defense against a sense of identity confusion.

A new paradigm is emerging in developmental psychology which includes contextual as well as individual variation and is more consonant with the complexity of adolescent behavior and development than traditional research paradigms. The issues of social problems such as poverty and racial discrimination, and the ways that young people negotiate adolescence successfully has become the object of recent research. Current findings do, in fact, suggest a concrete reality of a much larger social structure affecting the development of adolescents rather than the abstract preoccupations with interdisciplinary studies (Jessor, 1993).

A recent study (Kidwell, Dunham, Bacho, Pastorino & Portes, 1995) suggests a pattern consistent with Erikson's theory of adolescent crisis. This research investigates Erikson's theory that adolescent identity exploration is associated with a variety of symptoms such as fluctuations in ego strength, mood swings, rebelliousness, and heightened physical complaints. Adolescents who were actively engaged in identity exploration were more likely to produce a personality pattern characterized by self-doubt, confusion, disturbed thinking, impulsiveness, conflicts with parents and other authority figures, reduced ego strength, and increased physical symptoms.

Cote's 1996 research places existing research on a broad perspective by

showing how culture and identity are interrelated (Appendix B). Cote lays the groundwork for understanding identity formation in an interdisciplinary fashion by addressing this relationship. He derives a framework of social-structural periods by looking at identity formation from a sociological perspective. This depicts how individuals can negotiate life passages in an increasingly individualistic, complex and chaotic world.

All of these factors impinge upon the adolescent and increase the chance of at-risk behaviors. The root causes of these seeming inadequacies, however, are developed early on and are not necessarily within the control of the individual. The individual's family background greatly influences their academic direction (Cairns, Cairns, & Neckerman, 1989; Ekstrom, Goertz, Pollack, & Rock, 1986; Finn, 1987; Wehlage & Rutter, 1987).

A study conducted by McNeal (1997) indicated that school size, and more specifically, class size, affected the likelihood of dropping out. The study found that larger pupil to teacher ratios greatly increased the likelihood that students would drop out. In these larger schools, a student will miss out on valuable one-on-one interactions with their teachers, thereby beginning the descent toward academic failure.

Cairns et al (1989) conducted a study to examine the behavior, socioeconomic, and academic factors that influence dropouts. Their findings support the idea that those students from poor families drop out significantly more than those students who are from upper income families. The results also suggest that a person's likelihood of dropping out can be determined by the seventh grade. Students were put in a cohort according to their economic status and aggressive behavior, and followed through school. The data revealed that those who were pegged in the seventh grade as low economic status and who displayed aggressive behavior, had dropped out of school

in significant numbers (82%). This compares to those in the upper socioeconomic class who dropped out between 0-2%.

While it is virtually impossible to control all of the variables that influence the decision to drop out, there are some variables which merit special attention. The issue of socioeconomic status must be addressed. This can be done in part by allowing a smaller student to teacher ratio in the classroom. This allows the student a more meaningful and beneficial interaction with the instructor. By having fewer students in the classrooms, those who need help in adapting to middle class standards can receive the attention required to do so.

A recent study by Sankey and Young (1996), shows that adolescents, during crisis points, consider parental values and goals, and either reject or incorporate them into their sense of self. The study provides further understanding of the role of parental influence in the lives and careers of young people.

Although parental factors affect the dropout rate, the focus should be placed, in great part, on the structure and administration of the education system. Schools have very little, if any, control over who enters their schools. However, there is great leverage in deciding what's to be done once students arrive on the premises. When individuals get the much needed attention to help them through their academic pursuits, they will become less frustrated and increase the likelihood of continuing their education.

A majority (88 %) of teachers nationwide believe academic achievement would improve substantially if persistent troublemakers were simply removed from class. These young people, the students at risk, are being disconnected from society (Alternative Schools, 1998). Providing a meaningful reason for learning is one way to connect disenfranchised students to school. "I never got a grip on what school was supposed to do for me," says one dropout after he began attending night school to

earn his diploma. Now he realizes that, "learning how to think for yourself is the whole point of an education." Another student says of her alternative school: "You don't get brushed aside and have to deal with stuff alone. When I started here everybody made me feel welcome. I feel like I belong" (Alternative Schools, p.25).

Alternative Programs and Teachers in the Salem Area

Oregon's 21st Century Schools Program (ORS 329.537-329.605) and the state's alternative schools law (ORS 336.615-336.665) provide broad authority to establish alternative schools and give all students and parents the right to request alternative learning options. Realizing that traditional high school programs do not fit the needs of all students, secondary schools have an interest in finding ways to keep every student on the path toward graduation (Alternatives, 1998).

All of the five traditional high schools in Salem have alternative classrooms on campus. In addition, there are many alternative programs which operate in their own, unique setting away from the traditional arena. These various programs are examples of the many programs throughout the state which are striving to meet specific needs of students requesting alternative learning options. The programs, for the most part, develop to meet the needs of a specific population of at-risk youth who require special support in order to complete their education.

According to Leon Fuhrman, former Oregon Department of Education Alternative Education Specialist, only 45% of Oregon students have reached the expected benchmarks imposed by current CIM standards. Should this trend continue, the need for alternative learning options will become immense and alternative teachers will be called upon to bring more students to the appropriate levels. Yet, Kathy Wiper of the Oregon Teachers Standards and Practices Commission says that Oregon, like all other states, has no specific endorsement for teachers of Alternative Education. In fact, according to ORS 336.635 (5), *any Oregon teaching license is valid for teaching all subjects and grade levels in an alternative education program operated by a school district or education service district.* Oregon legislation allows any certified teacher to teach all levels and all content areas to alternative students; special training is no more required than is content area knowledge or

elementary/secondary differentiation.

In a June 28, 1996, *Oregonian* article, it was noted that alternative schools are increasing in Oregon. According to this article, 100 more alternative schools had been started within a five-year time span. These schools served 32,000 children in 1996, more than 6% of all students. These schools were specially created to serve at-risk students with specially designed programs for at-risk students; yet, instruction is given by teachers who have not been specially trained for at-risk students.

Obviously, from a legislative point of view, according to Fuhrman, "the licensing is not as important as taking a student to where they need to be academically." However, as shown in this research, teachers who are successful in so doing, must be able to manipulate the learning environment to accommodate the learning styles and stages of each student.

The programs in any alternative setting are, of course, as effective as those teachers within that program. According to Raywid (1982), the most significant distinction between traditional and alternative schools is the teacher-student interaction (as cited in Alternatives, 1998). Therefore in an effort to gain understanding and perspective from the teacher's point of view, a questionnaire was designed and submitted to teachers in the Salem area alternative schools (Appendix C). Upon questioning various teachers in each program, it became obvious that they do feel the pressures of teaching a diverse and needy population.

Coinciding with current research, these teachers encounter problems and situations, via the lives of their students, that run the gamut of human experience and many feel that they must continually focus on what the teacher can do to strengthen and support today's youth (Shepard, 1998). Following is a list of those alternative programs in the Salem-Keizer area which does not include alternative programs available in the traditional high school setting. A synopsis of the answers to questions

posed to Salem-area teachers (see Appendix C) in each school/program is summarized separately from the others with comparisons among them following.

1) Chemeketa Alternative High School: serves those students ages 16 and above who are referred by their high schools in an effort to earn their diploma.

1) Teachers came to the program specifically to work with at-risk high school students because it was more rewarding than mainstream high schools, it offered more flexibility in teaching and the opportunity to work with fewer students at one time.

2) The program is highly structured and instruction is largely activity-based.

3) The program began as a direct response to a plea from area schools to Chemeketa Community College to help them address the needs of "would-be dropouts." Little or no resistance was met.

4) Students are initially selected by their high school counselors. There is not one specific kind of student; they have learning styles which are not addressed in the traditional classroom. Most have a history of attendance and/or behavior problems and have lower thresholds of giving up for many reasons.

5) The college, parents and students are very supportive of the program. The school district is in close contact as well.

6) The major achievements have been helping young people who would not have graduated otherwise to do so; some students have said that their whole lives have been turned around. The biggest challenge is the constant struggle for funding.

7) Philosophy is whatever it takes to provide safety and success along with ideas from Susan Murray, Howard Gardener, Bloom and Maslow.

8) The history of the school suggests that education in general suffers from crowded classrooms, lecture formats, and segregated curriculum. Students' needs are changing, therefore education needs to become more interactive.

9) No course would have helped because some people have the capacity to

work with this type of student and some do not; but hands-on training would have helped.

10) Oregon needs an endorsement to be sure such topics as classroom management and teaching to alternative learning styles are addressed.

2) Marion County Juvenile Education Program: a personalized 12-month program for wards of the Family Court who are failing to be successful in public schools.

No response

3) Nanitch Sahallie Alternative School: ensures that Native American youth continue their education while providing intensive chemical dependency treatment.
No response

4) The River Run Project: provides individualized academic instruction as well as comprehensive school-to-work transition program.

1) The unmet need in the Salem-Keizer district for more effective alternative education options became evident.

2) This program gives one-on-one help before they drop out of high school and keeps them enrolled in their district school; it does not replace high school but works with the high school to keep students on track toward graduation. It gives students who have fallen behind, the opportunity to catch up and is the only year-round program in the district. Transition skills, employment training, work experience and job placement are offered to GED and high school completion students.

3) The program was started to meet the needs of the student rather than the needs of the district and serves a diverse population with a common element: the need

for one-on-one academic and employment help. Resistance arises from district administrators who are reluctant to see private business as an option for alternative education.

4) The students are identified by school counselors, administrators, teachers and specialists.

5) Parents are very involved and the community is involved through job placement, job shadowing, guest speakers and special student projects.

6) Major achievements include gaining the acceptance of high school counselors, teachers, and administrators; and, an 80% success rate. The biggest problem is funding.

7) The driving philosophy is individualized attention.

8) Education in general needs to develop more effective alternative options, to seek help from outside the traditional system, to provide funding to better serve our youth.

9) Education and training are helpful but nothing can replace spending time helping and showing young people how to be successful.

10) Training in a predetermined set of course work and exposure to the population should not constitute an endorsement. If, in addition to the course work, the endorsement was given after a year or two of actually working with alternative youth, such an endorsement could be meaningful.

5) Robert Farrell High School: provides the opportunity to earn a high school diploma or GED to incarcerated youth at the Hillcrest Youth Facility.

1)Teachers were interested in this population, liked the students, and/or enjoyed the challenge of bringing high educational expectations to a group of students who are generally regarded as a lost cause.

2)The classes are safer and smaller than traditional classrooms, very structured and there is more administrative support. The curriculum is individualized and flexible.

3) The program started to provide adjudicated minors with an education. Resistance is met via funding and social service/corrections.

4) These students are incarcerated criminals. 90-95% have drug and alcohol issues. 98% female and 90% males have physical and/or sexual abuse issues. 70% have learning disabilities.

5) Parental involvement is nonexistent; community involvement is increasing through guest speakers and student projects specifically designed to educate the community in regard to student achievement.

6) The major achievements have been the GEDs, high school diplomas, and college credit earned as well as transitioning students back into the community. The biggest challenge comes by way of transient students and resistance toward education of these students by corrections personnel, also CIM.

7) The major philosophy is relevancy.

8) Students need to understand the connection between school and the real world and they must feel safe to be able to learn. Education *can* be adapted and delivered in a multitude of modes and should focus on individualized educational plans. Money should be put into programs more than into administration of those programs.

9) Classes specifically about at-risk youth, special education, counseling-psychology, behavior management, and teaching basic skills would have been helpful.

10) Experience is the best method. Traditional teacher education programs do not adequately prepare student teachers for this unique environment of at-risk students.

6) **Roberts High School Downtown Learning Center**: offers adult and youth high school completion to students who have been referred by their high schools.

No response

7) **Roberts High School Structured Learning Center**: serves students who have been expelled, are severely behavior disordered, or are transitioning from institutions.

No response

8) **Roberts High School Teen Parent Program**: provides services to pregnant and/or parenting teens

1) Teachers came to the program because of a desire to work with at-risk youth and for the opportunity to work individually with students.

2) The program offers more support services specific to the population.

3) The program began as a provision for social and emotional support to pregnant teen; the education aspect was added later. Resistance was met by a contingent that feels teen parents get special treatment.

4) Many are self-referred and have been out of school for a year or more. Credits are earned at 6-week intervals to allow for personal needs such as pregnancy complications and delivery.

5) There is very little parent involvement. Students are placed in internships via the community outreach coordinator and there are frequent guest speakers from law enforcement, health, and business agencies.

6) The major achievement has been offering services to previously unserved students. The biggest challenge is to sustain teens through social situations that

undermine education, also CIM.

7) Woodrow Wilson: "We must believe what we teach our kids." Addressing the needs of the whole student is the driving philosophy.

8) There is a continual need in education to structure a program which sustains healthy adolescent development during high risk periods. Academics must be balanced with basic needs, students learn better in smaller communities where individuals who need help can emerge.

9) Training in counseling and experience have been very helpful.

10) An endorsement which would require that all staff be specially trained in teaching methods for high risk adolescents would be reasonable. Qualities of flexibility, compassion, and innovation are more important than an endorsement.

All teachers responding to the questionnaire, regardless of their specific program, admitted that they were involved with at-risk students because they enjoyed the population and/or saw a need. All are teaching in alternative facilities with an at-risk population, yet only two have had specific training addressing this population. All agree that education should be relevant to each student's individual situation and needs. Most felt that further training in learning styles, special education/basic skills, counseling, and exposure to the specific population would have proved beneficial to them.

Recommended Courses and Rationale for Focused Training for Teachers of Alternative Education

Today's teachers face a variety of challenges in the classroom, not the least of which is safety. In a 1997 survey of Oregon high school and middle students, 33% had their personal property damaged or stolen at school; and, the same percentage were offered drugs on school property. Yet another 30% had been involved in physical fighting (Oregon Youth Risk Behaviors, 1997). Students are experiencing academic difficulties because their basic physical, psychological and social needs are going unmet. Family violence and child abuse, attention differences, emotional problems, and learning disabilities can significantly interfere with a student's academic and interpersonal performance (Shepard, 1998).

Some teachers who are experienced in teaching the at-risk population feel that they serve kids who have been labeled as "throw-aways" by their schools and/or society. Many teachers responding to the questionnaire felt that teacher-training education programs may be too general for a teacher working within this population. Some stated a need for specific training in Special Education, counseling, issues regarding juvenile justice. Most felt that understanding the at-risk student, exposure to the population is an absolute necessity.

According to Shepard (1998), teachers must learn to build on assets and move away from focusing on liabilities. Irvin (1996) purports that it is the response of adults to these students that can trigger a smooth or rocky transition into adulthood. Given that many at-risk behaviors begin during the adolescent period, success can be facilitated by positive interactions with adults, including teachers. It is because of this immense responsibility and opportunity to help redirect the lives of at-risk youth that teachers of this sector need focused training.

Based on the review of the literature, on the response to the questionnaire

submitted to teachers of at-risk youth in alternative settings, on personal interviews and on legislation, courses from the 1998-99 Western Oregon University Catalog are recommended for persons filing a degree plan for the Masters of Science in Education with an emphasis in Alternative Education. Rationale for each course is presented as well. The recommended courses are as follows:

CJ 463/563-Juvenile Issues (Specialty Core) 3 credit hours

ED 509M-Practicum (Speciality Core) 3 credit hours

SPED 458/558-Introduction to Curriculum and Instructional Planning (Speciality Core) 3 credit hours

Additionally, the following courses (each worth 3 credit hours) are recommended on the same basis of research. The first is currently included in the Masters of Science in Education degree plan, and the second is often substituted for the same.

ED 529M-The Classroom Teacher-Counselor (Secondary Ed. Area)

OR

ED 462/562-Encouraging Discouraged Children (Secondary Ed. Area)

Juvenile Issues (CJ 463/563): explores contemporary juvenile issues and trends that involve the adolescent, family, school, social agencies, and the court (Appendix D).

Rationale

Educators are very interested in the topic of adolescent characteristics, those things having to do with the physical, social, emotional, and intellectual growth and development. Understanding the developmental tasks of adolescents can be vital in correctly identifying behaviors such as exploration. According to Erikson, exploration is at the heart of the adolescent identity crisis (as cited by Kidwell, Dunham, Bacho, Pastorino, & Portes, 1995). For example, defiance is not a pleasant trait; but, if viewed

in broader terms, we see that defiance is a vehicle for the developmental tasks of personal autonomy. Developmental tasks are more often than not accompanied by obnoxious behaviors in early adolescence (Irvin, 1996).

Marcia (as cited in Sebald, 1992) refers to identity as "an inner organization of needs, abilities and self-perceptions." He links identity to four basic statuses: (1) *Identity achievement* for those who have been through an identity crisis and reached a commitment; (2) *Moratorium* for those who are in crisis but have not made a commitment; (3) *Foreclosure* refers to those who have made a commitment without having gone through crisis, such as simply accepting a parentally or culturally defined commitment; and, (4) *Identity diffusion* for the young person in the midst of crisis with no commitment having been made (Appendix E). Those students who are at-risk, typically fall into the fourth category and therefore need concentrated, skilled guidance to personal commitment. According to Sebald, adolescents tend to rely on a teen subculture which provides status definition and acceptance.

The adolescent is a complex and sensitive person at best. Those who are not successfully evolving through this life stage are often at-risk. Those teachers who are called upon to relate to them academically, must have a basic understanding of the physiological and social issues being faced by their students.

Practicum (ED 509M): provides exposure to and contact with the at-risk population via a program that integrates community networking with student education. Hours to be arranged.

Rationale

"Applied learning research tells us that students learn better when they understand the connection to the real world. As more bridges are built between teachers and community members, our children get a better sense of the skills they

need to become successful, productive adults" (Alternatives, 1998). Schwartz (1996) maintains that schools can focus students toward this end, as well as offer families some ideas about how they can encourage their children's career awareness. Many schools can help in this area, even if they do not provide specific training for a vocation, by exploring interests, aptitudes, abilities and the broad scope of work. Assistance in the development of aspirations, goals, social skills, and values helps in career preparation.

A recent study (Grubb, 1997) argues that students can be educated through occupation. Through occupationally based programs, students learn more about their own abilities to work productively. A program which integrated community service with academic and vocational courses for at-risk high school students indicated that students developed increased self-esteem and self-confidence and positive attitudes towards work and work related ethics (Daugherty & Compton, 1996). Thinking about and preparing for vocations early in life would help students to prepare for the work force in jobs that are satisfying and thereby circumvent the propensity for job burnout and career crisis (Hutri, 1996). The unnatural adolescent period, created by post-industrialization and technological advancements, will be more comfortably resolved by the student's intended and actual contribution to society (Sebald, 1992). This is especially important for non-college bound youth. Judith Irvin showed, in her 1996 study, that prolonged formal schooling, together with a lack of adequate vocational training, appears to put this particular population at further risk.

In 1994, *The School to Work Act* was passed by Congress. The purposes of the Act are part of a comprehensive education reform to establish a national framework within which all States can create statewide School-to-Work Opportunities systems. It is designed to help all students attain high academic and occupational standards while forming local partnerships between schools and local businesses as an

investment in workplace productivity and competitiveness. Many at-risk programs incorporate vocational and/or career training into their high school completion programs.

Introduction to Curriculum and Instructional Planning (SPED 458/558): intended for students who are preparing to teach pupils with learning problems in the basic skill areas of reading, written expression, and mathematics. Content includes an introduction to strategies and practices for effective instruction in these basic skill areas. Relevant assessment principles and the relationship of assessment to instruction are also examined (Appendix F).

Rationale

In the 1997-98 *Report to the Superintendent*, the Alternative Education Programs of the Portland Public Schools were posed this question:

> *What is you program doing to assure that all students receive instruction in the state content standards at appropriate benchmark levels providing the opportunity to receive Certificates of Initial and/or Advanced Mastery?*

The overwhelming response of the 27 district-operated programs and the 24 community-based programs had to do with special emphasis or instruction in the basic areas of reading, writing, and math as their immediate focus regardless of the general emphasis or intent of each program.

Because of the implementation of CIM in Oregon's schools, these basic areas are being reassessed and addressed on every level. Therefore, SPED 458/558 is recommended as a core course for those teachers desiring to facilitate the education of at-risk youth.

The Classroom Teacher-Counselor (Ed 529M): This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students

in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual counseling and guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associated, parents and other specialized resource personnel (Appendix G).

OR

Encouraging the Discouraged Child (Ed 562M): an eclectic approach to working with children is presented via ideas from various educational theorists with application to the classroom and/or home. The concept of discouragement and how discouragement influences the teacher, student and parent constitute the primary focus of the class (Appendix H).

Rationale

Ed 562M may be substituted for Ed 529M which is included in the Professional Education Core of the Master of Science of Education. There are teachers who thrive on working with students others have found too hard to reach. The research directly supports the necessity of this material for any teacher working with kids who are "super-sensitive to any hint of a put-down, like being called 'disadvantaged,' even by reporters who mean to praise them or the school" (Meier, 1995). Some of these students have been squeezed by poverty, hurt by violence, forced to grow up too fast because of teen pregnancy. Others have simply grown bored by a curriculum that doesn't touch their lives (Alternative Schools, 1998).

Summary

In investigating this topic, I found that the more I learned about alternative education, the more I realized how little I know about the very complex, layered world of education. Researching anything of the history of alternative education was difficult, at best, and probably the most challenging aspect of research. All in all, I enjoyed the task and am extremely interested in the subject which I feel is of utmost importance. There was always an extreme temptation to be sidetracked by all of the entwining, extraneous issues surrounding alternative education; there are so many studies just waiting to be done.

In reading hundreds of pages of material on child development, at-risk youth, alternative programs, etc., the issue of teacher training in Alternative Education was rarely broached. Although the need for alternative teachers has increased, and in all probability will continue to do so, no formal move has been made to adequately train potential teachers at any level. Some, it would seem, view alternative educational options as a necessary evil, a sort of weeding exercise for the school system. Alternative teachers see the movement as a good thing because they see results. They seem to be, for the most part, in touch with their students. Interpersonal relationships seem to be necessary in gaining an academic foothold with alternative students. This could explain Dr. Wallace's comment on attending an Alternative Educators meeting. He said he had rarely, if ever, seen a more exuberant group of teachers; they were actually happy about what they were doing.

Most people that I spoke to who work with at-risk students, felt that it took a great deal of flexibility and caring to be successful. I don't think anyone would argue the fact that these qualities are required by any successful teacher; however, there are obviously other implements which are equally necessary in facilitating the education of at-risk youth.

It seems that alternative teachers burnout less than teachers in the traditional classroom, which is a study in itself. This may be because of a more relaxed, flexible environment, or because of the relationships formed with students, or simply because class sizes in alternative settings are considerably smaller. In fact, one teacher in a very successful program commented that even alternative schools wouldn't get very far if they had to deal with classrooms of 35 kids.

My research was minuscule compared to the amount of research that could be done in this fairly new educational arena. No school or program can untangle the web of social and economic problems that put so many children in jeopardy. But, alternative programs seem to gain a great measure of success by blending academic subjects with practical areas of knowledge and personal interest. This is not a new concept, just one that hasn't been used much in the last fifty or so years. Choice seems to matter a great deal to students and employing their interests and aptitudes is paramount to a positive connection.

There is much, in the area of research, to be done in alternative education. Some future research topics include the role of the corporate world in alternative education, the effects of class size, models of delivery, commonalities among alternative settings, administrative roles, teacher/administrative support, licensed teachers from the corporate world, creating a quantitative survey of teacher credentials, comparisons of burnout between traditional and alternative teachers, and the politics of the CIM as it relates to the success of at-risk students.

The reigning discussion surrounding education seems to bottleneck around social ills. It would really be nice if the only kids who showed up at our schools were those who were ready and eager to learn. The reality is that in increasing numbers the results of society's ills are showing up on school premises. There's the rub: someone is legally and morally responsible for providing an education to those who may not be

terribly interested in obtaining one. In light of this difficult task, the need for teacher training in such an arena should be a premier concern as research indicated that this could be the major link in students' success. The bottom line is that education should be doing what is in the best interest of the student, whatever it takes--a tall order, indeed.

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Questions for Teachers of At-Risk Students in Alternative Settings

1) Why did you choose to come to this school/program?

2) How does this school/program differ from others you've been involved with?

3) Why was the program started? What need did it meet? What resistance was met?

4) How are students selected? How would you describe your student population? How does it differ from population in traditional schools?

5) How are parents, community, employers, and others involved with the school/program?

6) What has been the school/program's major achievements? Biggest challenges or crises? Unresolved problem?

7) What philosophy (person/book/idea) has most influenced your school?

8) What does the history of this school/program suggest about education in general?

9) What course(s)/training would have better prepared you for teaching at-risk students?

10) What would an endorsement in Alternative Ed. do? Good? Bad?

ONDARY EDUCATION, Area _____

N: _____ Home Phone: _____ Work Phone: _____

WESTERN OREGON UNIVERSITY
MASTER OF SCIENCE IN EDUCATION

e: _____ Address: _____

/BS from: _____

r: _____ Date granted: _____

hing License Endorsement Held: _____

COURSES			Term	Grade	Done	To Do
PROFESSIONAL EDUCATION CORE (9 quarter hours)						
Ed	512 M	Research Procedures in Education				3
Ed	546 M	Philosophy of Education				3
Psy	520 M	Theories of Learning -OR-				
Psy	588	Theories of Development				3
SECONDARY EDUCATION AREA (12 quarter hours)						
ED	513 M	Evaluation of Classroom Instruction				3
ED	522 M	Secondary School Curriculum				3
ED	529 M	Classroom Teacher-Counselor				3
ED	590 M	Advanced Reading & Comp in Sec Schools				3
CONTENT AREA (15 quarter hours)						
						3
						3
						3
						3
						3
SPECIALTY CORE (9 quarter hours)						
						3
						3
						3
Courses open only to Graduate students				TOTAL QUARTER HOURS		45

ENSURE/ENDORSEMENTS INCLUDED IN PROGRAM:

nsure: _____ Endorsement: _____

visor's Signature: _____ Date: _____

sor's Signature: _____ Date: _____

visor's Signature: _____ Date: _____

ent's Signature: _____ Date: _____

ROVED: Director of Graduate Programs

_____ Date: _____

MPREHENSIVE EXAMINATION:

ten: _____ Thesis: _____

al: _____

STER'S DEGREE COMPLETION DATE: _____

Appendix A

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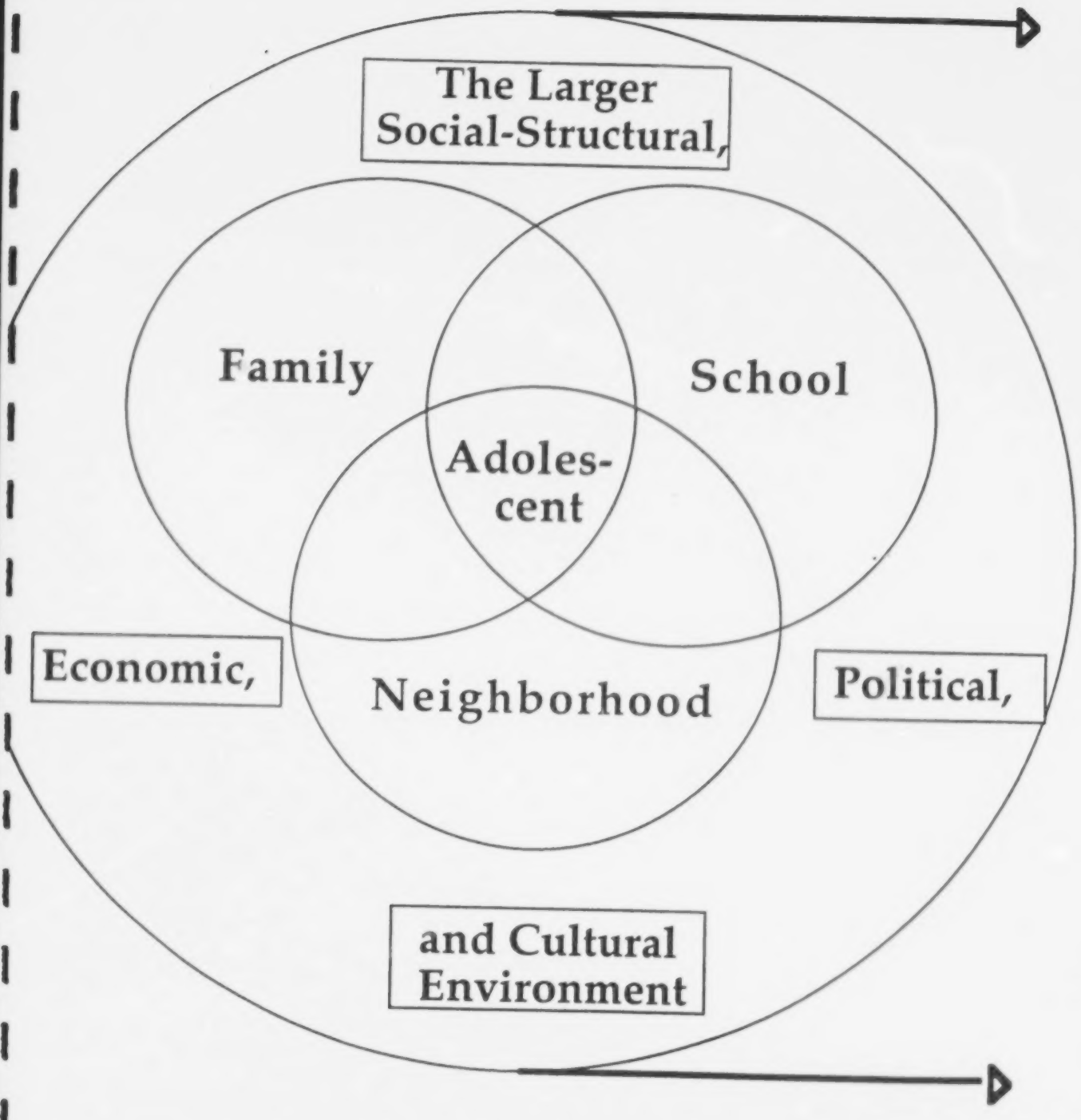

Appendix B

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Questions for Teachers of At-Risk Students in Alternative Settings

1) Why did you choose to come to this school/program?

2) How does this school/program differ from others you've been involved with?

3) Why was the program started? What need did it meet? What resistance was met?

4) How are students selected? How would you describe your student population? How does it differ from population in traditional schools?

5) How are parents, community, employers, and others involved with the school/program?

6) What has been the school/program's major achievements? Biggest challenges or crises? Unresolved problem?

7) What philosophy (person/book/idea) has most influenced your school?

8) What does the history of this school/program suggest about education in general?

9) What course(s)/training would have better prepared you for teaching at-risk students?

10) What would an endorsement in Alternative Ed. do? Good? Bad?

Appendix C

Criminal Justice 463, 563
Juvenile Issues
Spring, 1997

Dr. Stephen Gibbons
HSS 222
Office Hours:
MWF 1300-1350
T 1230-1430

COURSE SYLLABUS

Required text: Adolescence by Hans Sebald

Course Description: This course will look into issues involving juveniles that are of current concern and interest to criminal justice professionals. There are many such issues, including drugs, alcohol, sexuality, poverty, school drop-outs, violence and physical and sexual abuse. We will learn about all of these issues and more during the next 10 weeks. Not only will a fundamental understanding of these issues be attained, that understanding will be from several perspectives--sociological, anthropological, psychological, and biological. We will also develop a basic understanding of program evaluation, and will gain some experience with group process, oral presentation, and writing a research paper.

The course will be organized as a seminar. Student preparation and participation are crucial to the course's success. Therefore, attendance is required. More than one unexcused absence results in an automatic 10 percent reduction in the final course grade. Subsequent unexcused absences will result in further grade reductions.

The final grade will be based on a midterm exam, a final exam and a group project. Each of these are worth 100 points. Both exams will be essay style. The final is not cumulative.

The first week of class, each student will be assigned to a group responsible for researching one of the juvenile issues identified on the first day of class. Each group will write a paper on the assigned topic. The paper will include an overview of the issue--definition and extent of the problem, description of victims, participants or offenders--an explanation or explanations of the problem (this must include a sociological explanation), and a review and critique of one intervention program designed to prevent or treat the problem. Identify the goals of the program, describe the program, then determine if it is effective. The paper must be well researched, using both library books and academic journal articles. The paper can also include information gathered from relevant professionals or participants/victims. The paper should be double-spaced and should be properly referenced using the MLA, APA or ASR format. Do not use report folders for your paper; simply staple the pages together.

Appendix D

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Each student must share equally in the research and writing of their group's term paper. It is up to the group to decide how to divide up the writing. The title page of the term paper must have a table of contents listing the page numbers that each student wrote. Although sections of the paper will be written by different people, the paper should be a logically coherent whole. Proper transitions from one section to the next are expected.

Each group must also present their findings to the class. One class period will be devoted to each presentation. Each group will decide how this presentation will be made. At the conclusion of the presentation, the group is to provide the instructor with two essay questions based on the presentation. Although Dr. Gibbons maintains the right to edit these questions, they will form the basis of the final exam. The paper and the presentation are worth a combined 100 points. Each member of the group will also be asked to evaluate the contributions of their fellow group members. Each student in the group gets the same grade on the paper and presentation unless these evaluations indicate that a group member's contribution was less than adequate.

The paper is due the day of the group's presentation. During the first 6 weeks of the term, some class time will be set aside for work in your groups.

Course Outline

Weeks 1-2	Introduction to the course and to the issues. Readings: Sebald, ch's 1 & 2
Weeks 2-3	What does it mean to be an adolescent? Readings: Sebald, ch's 3 & 4
Weeks 3-4	Social and cultural influences on adolescence Readings: Sebald, ch's 5 & 6
Weeks 4-5	Inside the teen subculture Readings: Sebald, ch's 11, 12 & 13
Weeks 5-6	Evaluation research and midterm exam Readings: to be announced
Weeks 7-10	Group presentations
Final exam:	Friday, June 13, 1000-1150

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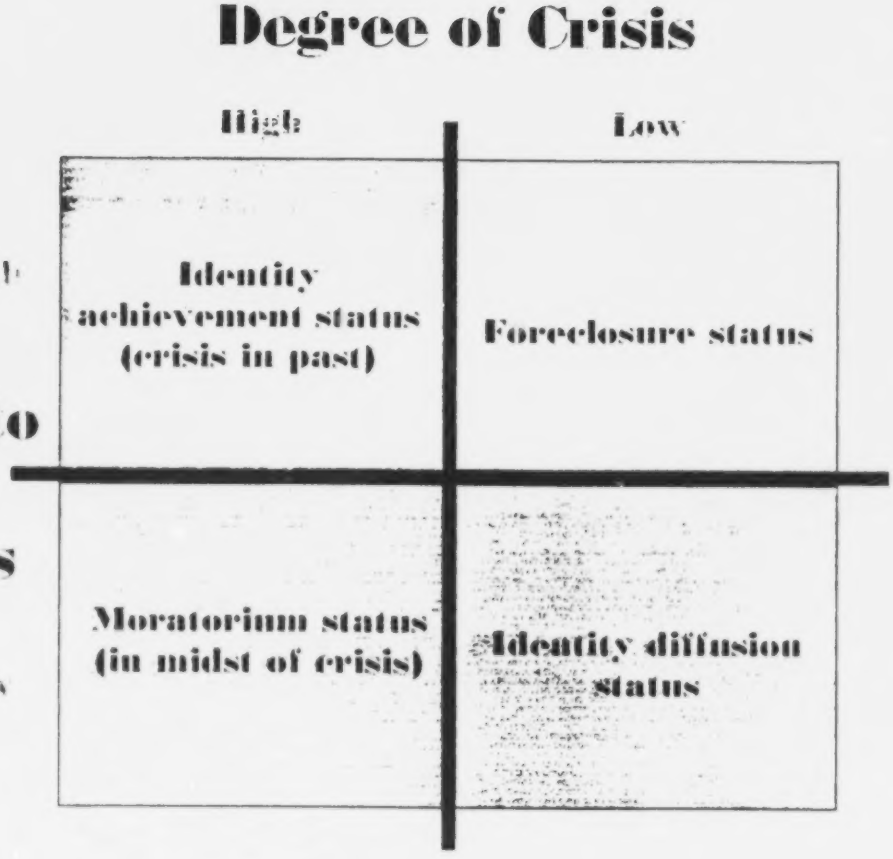

*Identity achievement: The person has been through a crisis and reached a commitment.

*Moratorium: A crisis is in the progress, but no commitment has yet been made.

*Foreclosure: A commitment has been made without the person's having gone through a crisis. No reassessment of old positions has been made. Instead the young person has simply accepted a parentally or culturally defined commitment.

*Identity diffusion: The young person isn't in the midst of a crisis and no commitment has been made.

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WESTERN OREGON UNIVERSITY
Special Education Programs

SpEd 458/558 Introduction to Curriculum and Instructional Planning (3 credits)

Fall 1998

ED 105: Tuesdays, 4:30 – 7:15 p.m.

Instructor:	Bob Brownbridge, Ph.D.	Office:	157 Education
Phone:	503-838-8961	Office Hours:	Monday: 1:00 – 7:00 p.m. Tuesday - Thursday, 12:00-4:00 p.m. or by appointment
E-mail:	brownbr@fsa.wou.edu		

Course Description

This course is intended for students who are preparing to teach pupils with learning problems or limited English proficiency and who may lack familiarity with basic skill curricula, materials, and approaches. Content will include the design of a basic skill lesson, critical skills in delivery of a lesson, and specific techniques for teaching strategies, concepts, rules, and facts in each of four basic skills areas (reading, math, writing, and spelling), with an emphasis on reading.

The purpose of the course is to enable special education teachers to make better planning decisions prior to instruction and be better spontaneous decision-makers during instruction. The content will be derived from existing professional literature on effective instruction for students with mild disabilities.

Prerequisites: None

Text and Supplementary Materials

Required

- Algozzine, R., Ysseldyke, J., & Elliott, J. (1998). *Strategies and tactics for effective instruction*. Longmont, CO: Sopris West.

Optional

- Elliott, J., Algozzine, R., & Ysseldyke, J. (1998). *Time savers for educators*. Longmont, CO: Sopris West.
- Mercer, C. D., & Mercer, A. R. (1998). *Teaching students with learning problems* (5th. ed.). Upper Saddle River, NJ: Prentice-Hall.

- Other reading materials will be assigned throughout the quarter and will be in the form of handouts or be on reserve in the library.

Course Objectives

Students will be able to:

- discuss and use the effective schools/instruction literature to plan, deliver, manage the classroom environment, and evaluate instruction for students with a variety of special needs;
- Plan effective instruction
  - demonstrate an understanding of instructional decision-making to plan effective instruction;
  - identify a variety of learning problems which require adaptations to instruction;
  - use state-approved instructional frameworks to help plan instruction;

Appendix F

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- develop long-range, unit, and daily lesson plans which specify behavioral goals/objectives (student outcomes), procedures, materials/resources, evaluation activities;
- identify a variety of teaching methods/approaches, materials, and resources to plan and deliver instruction;
- demonstrate an awareness of the psychological and social variables that impact learning when planning instruction.

- Deliver effective instruction
  - describe and demonstrate teacher-directed instruction procedures to introduce new or improve existing skills in the areas of reading, writing, spelling, mathematics, and oral language;
  - understand and apply the principles of learning styles in planning and presenting instruction;
  - modify content-area instruction for students with special needs;
  - demonstrate an understanding of metacognitive/learning strategies instruction, particularly as these relate to content-area learning;
  - use instructional techniques that promote student independence and self-determination;
  - demonstrate the ability to use a variety of teaching methods/approaches, materials, and resources to deliver instruction;
- Manage the Classroom/Instructional Environment
  - describe and demonstrate how to alter the following variables to modify a student's learning of a basic skill: instruction, motivation, materials, time, physical arrangements, and student/teacher ratios;
  - describe and use classroom management and behavior intervention skills to ensure an effective learning environment;
- Evaluate effective instruction
  - develop an understanding of the connection between student assessment information (formal and informal) and instruction;
  - demonstrate the ability to monitor student understanding;
  - demonstrate the ability to monitor students' engaged time;
  - maintain records of student progress;
  - demonstrate the ability to use data to inform the instructional decision-making process and to adapt instruction

Students Needing Course Accommodations

A student who feels she/he may need an accommodation for any type of disability is encouraged to make an appointment to see the instructor of this class and/or to contact the Office for Disability Services (ODS). The Office for Disability Services is located on the ground floor of the College Center and the campus telephone number is (503) 838-8250.

Course Assignments and Evaluation

- All assignments need to be mailed, e-mailed, or faxed to the addresses/numbers above and arrive no later than the due date.
- *Assignments that are late will be penalized <u>five</u> points each day <u>unless</u>* the instructor approves a late submission.
- All assignments are to be typed/wordprocessed and edited for spelling and grammar.

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THE CLASSROOM TEACHER COUNSELOR
ED 529M
3 CREDITS
ED 204, MTWR, 10:30-11:35 A.M.

TEXT: CAPUZZI, DAVID AND DOUGLAS GROSS (1997)
INTRODUCTION TO THE COUNSELING PROFESSION

DR. JANNICE LINK-JOBE
OFFICE: ED 231 PHONE: 838-8827 E-MAIL: jobej@fsa.wosc.osshe.edu
Office hours: 9:30 - 10:30 MTWR
or by appointment

COURSE DESCRIPTION:

This course focuses on the classroom teacher's obligations and opportunities for guiding and counseling students in academic and personal areas. It acquaints the teacher with the varied needs and characteristics of children and adolescents, basic concepts and techniques of group and individual guidance, and means of incorporating these factors in a practical, functional classroom program. Particular emphasis is placed on the interrelationships of the classroom counselor with staff associates, parents and other specialized resource personnel.

COURSE GOALS:

1. Gain experience in human relations training and development.

2. Examine several counseling models.

3. Develop a knowledge base of "local" cultural minorities and an awareness and understanding of other than the mainstream culture.

4. Become aware of and participate in group processes with the goal of integrating counseling techniques and management concepts with existing personal skills.

5. Consider resources which assist the the development, evaluation and motivation of students to facilitate a focus on establishment of a maximum learning climate in the classroom.

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Appendix G

PERFORMANCE OUTCOMES:

1. You will practice appropriate applications through participation in small groups. Both verbal and non-verbal behaviors will be studied by alternating roles as the helper or helpee. Facilitation of responding in a variety of settings will also be explored.

2. You will study the vocabulary distinguishing concepts and techniques typical of various counseling models.

3. You will study cross-cultural issues in counseling.

4. You will participate in activities to include professional ethics, the role of the school counselor and other stake holders.

5. You will explore resources available in internal and external agencies.

6. You will work with your peers in developing counseling interventions which can be applied to real life classroom situations. You will use examples from your own experience which were challenging for you and did not end well.

ASSIGNMENTS AND EVALUATIONS:

1. Critiques: You will write three critiques of articles from professional journals in education. These articles should be about at-risk youth, classroom management/discipline, emotional needs of youth or an area that can be tied to classroom counseling. The critique should contain the name of the author, article and journal. The critique should be 1 - 3 pages in length, word-processed or typed, free of mechanical errors and reflective of graduate work. In each of the critiques, you will briefly describe the article and then compare the information with your own classroom experiences as well as tie the article's information with a major counseling theory. (Bandura, Malsow, Rogers, Massey, etc.) **50 points each; due 7/1, 7/15 7/22**

2. Essay: You will write a 3-5 page paper which addresses issues of culture in the classroom setting and the complexity of these issues for a classroom teacher counselor. (Same writing guidelines as stated above.) **100 Points; due 7/25**

3. Essay: You will write a 3-5 page paper which demonstrates knowledge of the vocabulary of counseling and addresses at least three characteristics of three models of counseling and tie these to a real life situation from your own classroom experiences. (Same writing guidelines as stated above.) **100 Points; due 7/31**

4. Final Project: You will present orally and in written form, with copies for all classmates, resources available to you as a classroom teacher counselor which can be used as a guide for others. **100 points; due the last week of class when your presentation is scheduled.**

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ED. 562M
ENCOURAGING THE DISCOURAGED CHILD
Summer 1997
Fairbanks, Alaska

Elizabeth Dohrn
dohrnb@fsa.wou.edu
Phone: 503-838-8738

Susan Nelson Wood
woods@fsa.wou.edu
Phone: 503-838-8534

"The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together."

Eric Hoffer

"'The best thing for being sad,' replied Merlin, beginning to puff and blow, 'is to learn something. That is the only thing that never fails. You may grow old and trembling in your anatomies, you may lie awake at night listening to the disorder of your veins, you may miss your only love, you may see the world about you devastated by evil lunatics, or know your honor trampled in the sewers of baser minds. There is only one thing for it then-- to learn. Learn why the world wags and what wags it. That is the only thing which the mind can never exhaust, never alienate, never be tortured by, never fear or distrust, and never dream of regretting. Learning is the thing for you.'"

Terence H. White, The Once and Future King

Text:

Ramsey, D. (1990). *Keys to Motivation.* Emerson, NJ: Performance Learning Systems.

Selected outside readings to support personal inquiry.

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Course Description:

ED 562 presents an eclectic approach to working with children, derived from social learning theory, attribution theory, and instructional psychology (Bandura, 1977, 1982b; Corno & Mandinach, 1983; Marx, 1983; McCombs, 1984; Nicholls, 1983; Schunk, 1989; Weiner, 1985; Winne, 1985). The purpose of the course is to train teachers to understand the factors which inhibit student motivation and to develop classroom strategies which stimulate and build student motivation.

Course Objectives:

1. The student identifies active and passive discouraged behavior.
2. The student recognizes the importance of physiological as well as sociological and psychological variables.
3. The student begins to develop his/her own frame of reference for working with discouraged children using encouragement, leadership, and student grouping strategies.
4. The student recognizes that all children manifest discouragement at various times and are careful in labeling a child.
5. The student writes about interactions with discouraged children.
6. The student participates in discussions about discouragement and ways to cope with discouragement.
7. The student examines his/her own discouragement and considers how people can work to encourage themselves.
8. The student identifies the role of perceived self-efficacy, an important variable in understanding motivation and learning.
9. The student increases the number of possible encouraging responses to children's behavior.
10. The student reports on a book or books that pertain to encouraging children.

Course Requirements:

1. Since teaching and learning are collaborative activities, we all need your active participation in class. Therefore, attendance and promptness are required. Be well-prepared for all classes, and come ready to discuss the topic.

2. Choose and complete invitations as prompts and opportunities to extend your learning. Write, disseminate, present, share, or in some way participate in a capstone experience by sharing an aspect of your thinking. Include your name and address on handouts and be sure to bring fifty copies.

3. Consider reading articles and books from the selected bibliography.

4. Conduct an inquiry project into an aspect of encouraging the discouraged child.

Grading

You will be graded on the entire experience you have in this class and how you demonstrate your own process of learning. Your effort, commitment, and interest are considered when assigning grades. You are responsible for your own learning. Western Oregon University uses the following grading system:

A Exceptional Quality
This includes very original, thoughtful, and creative efforts. It shows an in-depth integration of ideas and concepts learned, awareness of appropriate strategies and activities showing a high degree of clarity, sound ability to make inferences, and depth of thought. Written work is consistently neat, on time, typed, and organized. Professional quality efforts and behavior are integrated into this student's experiences.

B Above Average
This grade reflects original, thoughtful and creative efforts. It demonstrates an integration of ideas and concepts learned, awareness of assignments, appropriate strategies and activities showing clarity, ability to make inferences and be thoughtful. Written work is neat, on time, typed, and organized. Professional quality and behavior are included in this student's experiences.

C Meeting Minimal Requirements